- GROUP ONE

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003 Carnival

Jake arrives at Euston station in London. It is a holiday weekend and it is his first time away from Manchester.
Jake is eighteen years old and he lives with his family. Now he is in London. He is very happy. He stops and looks at his map.
'I can go to the Notting Hill Carnival and I can see some
interesting places from the bus too,' he thinks.

2013 12 Jun The rampage at a gay nightclub in Orlando SundaY.pdf

The rampage at a gay nightclub in Orlando Sunday drew universal condemnation from
both parties but exposed deep divisions over how to respond, with President Barack
Obama urging new gun laws and Republicans largely silent on the issue.
Related coverage
FBI had investigated gunman
Gunman's ex: He was abusive
How to help victims
How the shooting unfolded
Shootout caught on camera
Why U.S. has most mass shootings
Pulse: More than just a gay club
Opinion: Real threat is homegrown
'If you are alive, raise your hand'
Obama: 'Act of terror and hate'

2016 June 13 US home to nearly a third of world.pdf

US home to nearly a third of world's mass
shootings
By AJ Willingham, CNN
Updated 2123 GMT (0523 HKT) June 13, 2016
(CNN)There are more mass shootings in the U.S. than in any other country in the world. Here is
a snapshot of this all-too-familiar American reality:
Mass shootings are a largely American phenomenon
From 1966 to 2012, **nearly a third of the world's mass shootings took place in the U.S. This is**
according to a 2016 study that used the FBI definition of 'mass shooting' below. It surveyed **292**
incidents and found 90 of them occurred in America. Put another way: While the U.S. has 5% of
the world's population, it had 31% of all public mass shootings.
The number of 'mass shootings' changes depending on how you define

2017 Discussion-Starters_Sample_ESLlibrary.pdf

SURVEILLANCE

Who is keeping an eye on you today?

1. Look around for a moment. Do you see any cameras, officers, or computers? Chances are someone or something is watching you. The word *surveillance* comes from a French word meaning "to watch over." While some forms of surveillance are for your protection, others could be used against you. After all, there is a big difference between being **watched over** and being watched!
2. Who or what is observing your everyday actions today? It could be your neighbor's hidden security camera or an officer at your child's school. At this very moment, the owner of your local gas station may be **playing back** a tape of you paying at the pump. Some parents install **global positioning** devices on their kids' cell phones. In many countries, a phone can be **tapped** by law enforcement at any time. According to some sources, all digital communication in the US is recorded and stored.
3. Are you safe from surveillance in the privacy of your own home? Not if you use the Internet! Ads **suited** to your own interests pop up on a regular basis. Your search history provides a lot of information that marketers want! Many Internet users don't appreciate this **infringement** of privacy. Key players in the communications industry **have a different take** on privacy. In their opinion, targeted ads exist for your convenience. Google's former CEO Eric Schmidt said this: "*If you have something that you don't want anyone to know, maybe you shouldn't be doing it in the first place.*"
4. Google is often accused of **invading** the privacy of its users. Did Google Street View cars map out your neighborhood? Google used special technology to **blur** people's faces as it mapped out streets all over the world. Many people consider this an invasion of privacy nonetheless. How would you feel if Google caught your **significant other** at an address where he or she *shouldn't* have been?

Discuss these questions in pairs, and write the answers in your notebook.

1. What type of statement is used in the first line of the reading?
2. What is the difference between being watched and being watched over?
3. How can parents track their children's movements?
4. Why do people have less privacy in their own homes these days?
5. Why does the reading mention Google's virtual maps?

138448-advanced-examiner-speaking-commentary.pdf

Dario Jackie

Dario answers the question about where he is from clearly, adding a brief comment about his home town; he also answers the second question appropriately.

In his response to the question about the importance of taking regular breaks while studying, Dario supports what he says with reasons: 'because I think if you study a long time it gets harder and harder ...', so his answer is an appropriate length.

Dario begins his answer to the final question with 'Actually ...' to indicate that he can't answer the question in the simple way the question asks, and it is fine to do this.

Dario occasionally corrects himself, e.g. 'in the internet – on the internet', and it is fine to do this if you realise you have made a mistake. Jackie adds a brief comment about the village where she comes from, as well as the relevant additional information that she has been living in Cambridge for some time.

She begins her answer to the second question with 'Well ...' , which gives her a moment to think about how she is going to answer. This is a good strategy to use if you need time to think.

Similarly, she begins her answer to the third question (about working better if she follows a routine) by saying 'I think so', which sounds very natural and again allows her to organise what she is going to say next; she then explains further and expands on what would happen if she didn't have a routine.

She gives a clear and extended answer to keeping up to date with the news; this

[173976-cambridge-english-advanced-examiners-comments 2.pdf]

Raphael Maude

Raphael gives a little information about the place where he comes from in answer to the first question, which it is fine to do. His answer to the second question is clear and accurate.

His response to the question about the internet is extended to a suitable length as he gives good examples to support his ideas.

Maude begins her answer to the first question with 'Well ...', which gives her time to think about how to answer. Her second answer is extended.

In response to the question about spending too much time working or studying, she supports her 'yes' with a brief reason; the examiner invites her to extend her answer further, which she then does.

173977-cambridge-english-first-speaking-test-examiner-comments.pdf

Victoria Edward

Victoria uses some simple grammatical structures accurately, e.g. 'I see a sportsman ... I think he has a cramp', and some more complex structures e.g. 'I think I would prefer to help people who ...'.
However, there a several errors in simple structures e.g. 'she has pain'; '... people who make some sports because I'm like sports'.
She uses the present simple (e.g. 'she asks for directions') when the present continuous would be more natural. This does not make her difficult to understand, but this is an area she could improve.

Edward uses simple grammatical forms which are sometimes accurate e.g. 'I see a young girl in a garden'; 'maybe she's going to eat them'.
However, there are several errors e.g. 'there have a special care about them'; 'they are all enjoyed ...'; 'maybe that girl like to make this plants in maybe his garden'.
He has adequate vocabulary for the task e.g. 'spending time', 'picnic', 'plants', but there are some collocation errors e.g. 'free air'.
In terms of Discourse Management, he

\academic vocabulary in use .pdf

17	Applications and application forms	*entry requirements, referee, deadline*
18	College and university: the UK system	*student union, tutorial, research student*
19	Systems compared: the US and the UK	*dormitory, freshman, fraternity*
20	Academic courses	*diploma, credits, defer*
21	Study habits and skills	*reading speed, mind map, rote learning*
22	Online learning	*online community, username, subject header*

Word combinations

10	Nouns and the words they combine with	*heated debate, pivotal role, to collate results*
11	Adjective and noun combinations	*important contribution, major concern, widespread support*
12	Verbs and the words they combine with	*loosely based on, examine the evidence, suggest an alternative solution*
13	Prepositional phrases	*in conjunction with, on behalf of, for the most part*
14	Verbs and prepositions	*focus on, consent to, account for*
15	Nouns and prepositions	*dissertation on, rationale for, progress towards*
16	Fixed expressions	*in a variety of ways, with the exception of, be that as it may*

ALICE AND THE LOOKING-GLASS.pdf

Child of the pure unclouded brow
And dreaming eyes of wonder!
Though time be fleet, and I and thou
Are half a life asunder,
Thy loving smile will surely hail
The love-gift of a fairy-tale.
I have not seen thy sunny face,
Nor heard thy silver laughter:
No thought of me shall find a place
In thy young life's hereafter –
Enough that now thou wilt not fail
To listen to my fairy-tale.
A tale begun in other days,
When summer suns were glowing–
A simple chime, that served to time
The rhythm of our rowing–
Whose echoes live in memory yet,

Though envious years would say "forget."
Come, hearken, ere voice of dread,
With bitter tidings laden,
Shall summon to unwelcome bed
A melancholy maiden!
We are but older children, dear,
Who fret to find our bedtime near.
Without, the frost, the blinding snow,
The storm-wind's moody madness–
Within, the firelight's ruddy glow,
And childhood's nest of gladness.
The magic words shall hold the fast:
Thou shalt not heed the raving blast.

Cowboy jumps on horse.pdf

Cowboy lassos suspected thief 01:09

(CNN)Never mess with a cowboy. One suspected bike thief learned this the hard way.

And this didn't take place in Texas -- but rather Oregon.

On Friday morning, a damsel found herself in distress and a man perched on his horse came
galloping to her rescue.

This would seem like a scene straight from a Western movie except the incident happened in
the parking lot of an Eagle Point shopping center.

Robert Borba, armed with just a rope, put his lassoing skills to use when he heard someone
cry out for help.

Robert Borba sprang into action to help a woman in Oregon.

"A lady yelled out 'He's stealing my bike, he's stealing my bike'," Borba told CNN. He jumped
on his horse that was saddled up in his trailer.

When the suspected thief saw Borba was on his trail he jumped off the bike and started
running, according to Eagle Point police. Borba was able to successfully rope

DEADPOOL.pdf

Another suit got to the heart of the matter as to why Deadpool is truly resonating:... An R-rated supehero movie in the dead of winter blowing the top off the B.O. is highly unusual. That's why projections were so low on *Deadpool. The last R-rated comic book properties to play the first quarter of the year were Warner Bros. Watchmen ($55.2M opening) in 2009 and 300 ($70.9M) in 2007. Given Deadpool's strong tracking, if the film was rated PG-13, that would have prompted estimates to be in the $125M-$150M range.*

"An R-rated superhero film like this had never been done before. And when it's never been done before, it's hard to comp and predict. You're doing something that's never been done. It's like you throw the rulebook out the window," said Fox domestic distribution chief Chris Aronson on *Deadpool's tracking.*

"That R gave everyone pause for concern," said one rival distribution insider this morning, "Then throw in Valentine's Day on Sunday and a holiday Monday and it is really hard to predict. We all knew it would be great but calling a performance this strong is just not possible."

Even though *Deadpool carried a low production cost for a comic book film of $58M, it was definitely a gamble. Remember Lionsgate's critically acclaimed 2010 film Kick Ass? That comic book property, which also was an anarchistic send-up of the*

English for Academic Purposes A New Pers.pdf

Abstract

English for Academic Purposes (EAP) has now become a popular term, due to English becoming the global language of academia, the workplace, and higher education. At the same time, EAP has, since its creation, been influenced by the language theories of general language teaching and literacy movements. However, its concepts and approaches can, at times, appear too various for learners and practitioners to identify which course of action to follow, particularly when the inexperienced face a 'jungle of jargon'. EAP researchers have been trying to define EAP, however, they are never in agreement. Therefore, a definition of EAP can prove problematic. This research will extract the commonality of the popular EAP approaches before placing them into a broader context of EAP development, language teaching and literacy history, and the changing history of the educational landscape; it will critically thematize the current EAP theories and aims in order to further examine the nature of EAP as multiple literacies, including academic literacy, disciplinary cultural literacy, critical literacy and digital literacy.

Flipped_Learning_and_EFL_Proficiency_An.pdf

Flipped Learning and EFL Proficiency: An Empirical Study

Adrian LEIS
Miyagi University of Education

Abstract

In this paper, the author discusses the implementation of the flipped learning model into a university EFL class focused on improving students' language proficiency, in particular speaking skills, in addition to increasing their knowledge of ways of living and thinking in foreign cultures.

The study investigated the effects flipped learning had on students' listening and reading proficiency (measured independently by TOEIC scores) and linguistic self-confidence (measured by self-reported proficiency levels according to the CEFR-J Can-do List). Based on statistical comparisons of participants' proficiency, measured both independently and self-perceived, before and after the course, the results suggested flipped learning to be beneficial for improving students'

German Old Gods.pdf

If people like, I can start posting about the more forgotten or less well known Old Gods of the
Germanic people? Let me know what you think:
Besides the main Gods we have all heard of like Thor, Odin, Freyr etc that were celebrated and
honoured by all of the Germanic people, some tribes had Gods that were specific to them.
s regarded as the national
God of the Saxons worshiped by both the Anglo-Saxons and the continental ones that remained in
Germany. Many Anglo-Saxon royal families, even way into the Christian period, still claimed to be
descendants of this God who was thought to be the son of Woden.
important war God like Tiw.
To show his importance, when the Saxons were forced to convert, he was one of the three Gods who
they were forced to renounce forever (the other two being Thunor and Woden of course).

howtogetateachingjob.pdf

"How to Obtain a Teaching Job in the Current Environment"

Finding a teaching job in today's economy will not be easy. Layoffs at traditional big corporations are making teaching jobs – with their promise of tenure look more attractive then ever. This means people are starting to flood the marketplace and public teaching jobs have become more competitive than ever before. That does not mean that there aren't some tips and tricks that can help you get the steady job that you deserve.

- Try to get as many certifications as possible. Figure out which areas have a shortage and get certified in them.
- Be will to move.
- Make sure your student teaching performance shines.
- Volunteer or work part time to gain experience.
- Don't expect to just teach. Schools need people who will also coach and supervise after school activities.
- Keep trying! Make sure many districts know you are interested!
- Create a strong portfolio.

\IRANIAN_EFL_STUDENTS_SELF-ASSESSMENT_SEL.pdf

ABSTRACT

The focus of education has changed from teacher-directed to learner-oriented instruction in the last few years (Bonyadi, A, et al 2012). Self-assessment, as a parameter determining learners' language competencies, has gained considerable attention in foreign language education. It is defined by Andrue and Du(2007) as "a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning". Self-efficacy is also a major factor that has an outstanding influence on students' level of achievement in learning a foreign language. It indicates opinions about one's own competence to succeed in certain circumstances of learning or accomplishing performances at prospective levels (Bandura, 1986, 1997).Therefore, the present study aimed to investigate the interface between Iranian EFL students' self-assessment and their self-efficacy. Having used the random sampling procedure, the researchers selected 210 Iranian EFL students studying in different institutes of Mashhad, Iran. The participants responded to two valid and reliable instruments, namely Self-Assessment Inventory and a Self-efficacy Questionnaire. The obtained data were analyzed using SPSS program (version 21). The results indicated positive direct correlations among Iranian EFL students' self-assessment and their self-efficacy. Also, a positive significant relationship was found between Iranian EFL students' self-assessment and two subscales of self-efficacy. However, no relationship was found between students' self-assessment and their gender.

Keanu Reeves writes.pdf

Keanu Reeves writes, "My friend's mom has eaten healthy all her life. Never ever consumed alcohol or any 'bad' food, exercised every day, very limber, very active, took all supplements suggested by her doctor, never went in the sun without sunscreen and when she did it was for as short a period as possible- so pretty much she protected her health with the utmost that anyone could. She is now 76 and has skin cancer, bone marrow cancer and extreme osteoporosis.

My friend's father eats bacon on top of bacon, butter on top of butter, fat on top of fat, never and I mean never exercised, was out in the sun burnt to a crisp every summer, he basically took the approach to live life to his fullest and not as others suggest. He is 81 and the doctors says his health is that of a young person.

People you cannot hide from your poison. It's out there and it will find you so in the words of my friend's still living mother: 'if I would have known my

JOE SATRIANI.pdf

For many artists who reach the "double digit albums" stage of their career, inspiration often can be hard to come by.

However, for Joe Satriani—who released his 15th studio album, *Shockwave Supernova, July 24—each album is seen as a chance to reinvent himself and test the limits of his guitar playing. The results don't lie; he's one of the most successful and innovative solo and instrumental guitarists playing today.*

"I just approach each record like it's a new thing and throw myself into it with total dedication," he says during our phone interview from the G4 Experience in Cambria, California.

As a result of playing guitar with his teeth and a daydream, Satriani crafted up an alter-ego called Shockwave Supernova. The alter-ego, he says, is "a rock and roll animal" that tries to "draw attention to himself." Throughout the album the alter-ego battles with his real self.

We talked with Satriani about how he still manages to keep things interesting. You can check out our interview below.

GUITAR WORLD: How's the G4 Experience going?

I'm having such a great time in Cambria. It's so hard to explain the people. It sounds funny when I say it out loud, but the sense of community here with all the guitar players is invigorating; it's exciting, it's funny but it's chill at the same time. Everybody's

One World One Voice.pdf

One World One Voice
Is a world music album intended to raise awareness of environmental issues, produced by Rupert Hine in 1990. A video of the entire album was produced for television together with a "Making of" documentary. It was created as a "chain tape" started by Kevin Godley. The multitrack tape was sent to various studios around the world where local artists added their contributions to it. Sections of the video were also filmed in the performers' home countries and edited together. This is a copy of an 90er VHS recording from German TV (mono). Enjoy this fantastic documentary and the music video. Sadley the problematic topic is still relevant to us all. 1. The Musicians (Making of) 2. The Music: Robbie

\Parasites that control their host FRONTIER.pdf

I am delighted to have been asked to write the editorial that launches the second issue of Frontier. Frontier is entirely led by postgraduate research students at the University of Leicester who have written and edited the articles, designed the graphics and put this issue together. Th e articles in Frontier cover the range of research activities that our postgraduate students are involved in across the diff erent Colleges at the University and demonstrate the contribution that the students make to our research community. I am delighted with the high quality magazine that they have delivered. Postgraduate research students develop many skills during their PhD that may be directly relevant to their future careers or may not be used as much. Th e one skill that any student will use whatever their future career is the ability to communicate to non-specialist audiences their excitement and enthusiasm for what they are doing and why it matters. Th is issue gives postgraduate students an opportunity to see the great research being conducted at the University of Leicester and I hope that other postgraduates are enthused and motivated by what

\Pop Goes the Star - 1 man 1 woman.pdf

The ones who couldn't cut it would
sometimes go back to the minors,
work on their game, some gave up,
some got injured, but the ones who
had all the right stuff, had a only
a short time to prove themselves.
Ariana is now dressed in her performance attire.
ARIANA
What is your point?
JESSE
I was hired to protect you. That
means I would gladly beat down the
paparazzi, the creepy stalkers,
hell, I would even take a bullet
for you.
This touches Ariana and she smiles, but only for a moment as
she manages to hide it again.
ARIANA
Well, that *is your job.*
JESSE

Project planning in secondary school an.pdf

This article is the result of some research done in order to respond to the demands of secondary school teachers who, faced with the need of having to do project planning, expressed their concern about the little training they had had in this kind of planning. By making it public I hope it will be useful for other teachers working at the same level who might share this concern or any other person interested in the topic.

First, I will refer to some characteristics of project planning which will lead to project plannin in our classrooms specifically. Then, we will have a look at the different steps in the planning of projects as indicated in the curriculum design for secondary school. Finally, some suggestions will be made as to how to integrate the contents indicated in the curriculum design into different projects.

Two of the most quoted authors for project planning are Ezequiel Ander-Egg and María José Aguilar. In their book *Cómo elaborar un proyecto (1996), they define "project" as a series of interrelated tasks which aim at producing certain goods or services in order to meet needs or solve problems within a given budget and time limit. Even though this is a foundational book, the definition aims at social or cultural projects and most of it does not totally apply to classroom projects. Sánchez Iniesta (1995) goes a little bit beyond this when he states that a project is a way of organising the teaching/learning process by approaching the study of a problematic question. Project planning fosters the elaboration of an answer to questions posed by students concerning either real-life issues or their own interests. This enhances*

\READING INSTRUCTION THE LANGUAGE EXPERIE.pdf

The language experience approach (LEA) is effective approach to reading instruction for students reading at the emergent and beginning level as well as students with severe reading difficulties. Here students describe an experience while the teacher writes down what is reported. Students are then able to practice reading using words and concepts within their experience. This can be done individually with students as part of an intervention or tutoring session. It can also be done in large or small group using a smart board, overhead projector, a large sheet of paper, or any other writing space in which all students can see the words and sentences as you write them.

Directions for doing LEA:

1. Their story. Students are asked, "*What do you want to say about ….*" *Write down what is said. For example, if the class took a field trip to the zoo, a teacher would say, "What should we say about our trip to the zoo yesterday?" The student might say something like, "We went on a bus and it was a long trip and it was really, really fun." Often a teacher may need to paraphrase or break up their long sentences into two or three short sentences to make it more likely for the student to be successful. The teacher could instead say something like, "We went on the bus. It was a long trip." Then ask, "What else do you want to say?" (You should use a five-sentence minimum requirement here.)*

2. ScORe. Scaffolded oral reading (ScORe) is used to read through the story the first time (see below). This technique is a variation of the neurological impress method

\VIKING BLACKSMITH BURIAL.pdf

Abridged from Science Nordic

More than a thousand years ago a blacksmith died. His tools were buried with him. Now they give us insight into the work and status of a blacksmith in the Viking society.

Leif Arne Nordheim, who lives in Sogndalsdalen on Norway's west coast, decided to do something about some flagstones in his garden. When he removed the stones, he caught sight of something made of iron.

Brushing some of the objects off, he recognized them as a blacksmith's hammer and tongs.

Nordheim contacted the regional culture authorities but had not dreamed that the artefacts dated back to the early Viking Age.

Archaeologist from the University Museum of Bergen were summoned, including Asle Bruen Olsen.

"It turned out to be a fantastic discovery and one of the richest graves investigated in the past years in this area," says Olsen.

The grave was composed of several layers. According to the archaeologist the placement of the objects signifies their relative status.

At the top they found the blacksmith tools. The archaeologists also found an axe and sword and

Vocabulary-Size-Test-information-and-specifications.pdf

A good vocabulary test has the following features and Beglar's (2010) examination of the 140 item Vocabulary Size Test showed that it does have these features.

1 It can be used with learners with a very wide range of proficiency levels.

2 It measures what it is supposed to measure and does not measure other things. Beglar found that the test was very clearly measuring a single factor (presumably written receptive vocabulary knowledge) and other factors played a very minor role in performance on the text.

3 It behaves in ways that we would expect it to behave, distinguishing between learners of different proficiency levels, having a range of item difficulties related to the frequency level of the tested words, and clearly distinguishing several different levels of vocabulary knowledge so that learners' vocabulary growth over time could be measured.

4 It performs consistently and reliably, even though circumstances change. In Beglar's trialling of the test, these changes included comparing the performance of male subjects with female subjects, comparing 70 item versions of the test with the 140 item version, and comparing learners of various proficiency levels. Rasch reliability measures were around .96.

5 It is easy to score and interpret the scores.

6 The items in the test are clear and unambiguous.

7 It can be administered in efficient ways with learners sitting only five words per 1000 word level.

The 140 item test works very well because it covers